

History

National Curriculum Ref. *Pupils should be taught to:*

-know and understand a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

-a significant turning point in British history – the impact that the war had on women and work

In this Unit, we will:

learn when and why World War II began and find out about the key individuals and countries involved.

In addition to this, we will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort.

Furthermore, we will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain.



World War Two

Year 5 and 6 Topic Web – Autumn 2 -



Our Class Book:

While The Storm Rages

by

Phil Earle

When Noah's father goes off to fight in the war Noah promises that he will look after their dog Winn. But how can he do that if he is evacuated to the country?

Noah, like all his friends, are told their pets will have to be put down when they go away. There is no way that Noah will let that happen to Winn! Instead, Noah and his friends and their pets – including a pretty terrifying Python – take off on a leaky old boat travelling up the Thames to find the animals a place of safety.

Can Noah keep his promise to his dad? It's a journey of a lifetime and only the children's resilience and passion for their animals and the right for them to stay alive can make it come true!

Design and Technology National Curriculum Ref. –

Working with textiles:

-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

- investigate and analyse a range of existing products

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

-understand how key events and individuals in design and technology have helped shape the world

We will:

- Learn about the motto, 'Make Do and Mend' from WW2
- Learn and practise a range of stitches and joining techniques for fabric
- Design, make and evaluate a homemade Christmas gift, applying the idea of using what we already have

Art and Design National Curriculum Ref. – *-- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*

-to create sketch books to record their observations and use them to review and revisit ideas

-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

-about great artists, architects and designers in history.

The children will see the work of Evelyn Dunbar, the only official female British war artist who depicted life for women on the home front. They will look at the style of propaganda posters and create their own.

Maths

Year 5:

Multiplication and Division (Continued from 1st half term)

Step 1 Multiples ; Step 2 Common multiples ; Step 3 Factors ; Step 4 Common factors ; Step 5 Prime numbers ; Step 6 Square numbers ; Step 7 Cube numbers ; Step 8 Multiply by 10, 100 and 1,000 ; Step 9 Divide by 10, 100 and 1,000 ; Step 10 Multiples of 10, 100 and 1,000

Fractions

Step 1 Find fractions equivalent to a unit fraction; Step 2 Find fractions equivalent to a non-unit fraction; Step 3 Recognise equivalent fractions; Step 4 Convert improper fractions to mixed numbers; Step 5 Convert mixed numbers to improper fractions; Step 6 Compare fractions less than 1; Step 7 Order fractions less than 1; Step 8 Compare and order fractions greater than 1; Step 9 Add and subtract fractions with the same denominator; Step 10 Add fractions within 1; Step 11 Add fractions with total greater than 1; Step 12 Add to a mixed number; Step 13 Add two mixed numbers; Step 14 Subtract fractions; Step 15 Subtract from a mixed number ;Step 16 Subtract from a mixed number – breaking the whole; Step 17 Subtract two mixed numbers

Year 6

Four Operations (Continued from 1st half term)

Step 1 Add and subtract integers ; Step 2 Common factors ; Step 3 Common multiples ; Step 4 Rules of divisibility ; Step 5 Primes to 100 ; Step 6 Square and cube numbers ; Step 7 Multiply up to a 4-digit number by a 2-digit number ; Step 8 Solve problems with multiplication ; Step 9 Short division ; Step 10 Division using factors ; Step 11 Introduction to long division ; Step 12 Long division with remainders ; Step 13 Solve problems with division ; Step 14 Solve multi-step problems ; Step 15 Order of operations ; Step 16 Mental calculations and estimation ; Step 17 Reason from known facts

Fractions

Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare and order (denominator) Step 4 Compare and order (numerator) Step 5 Add and subtract simple fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 9 Multi-step problems **Fractions B** Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole

English

Fiction – Narrative-adventure story Text: Gorilla by Anthony Browne

Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks which incorporate effective punctuation and grammar alongside use of ambitious vocabulary and figurative language. This Sentence Stack will build over the duration of the unit to the culmination of the whole piece of text.

Non-fiction – Postcard Text: Various fairy-tales

We will: look at a model text of a postcard and identify its features which we will then incorporate into our own writing. Step by step, we will build up our postcard from a fairy-tale character. In independent work, we will write postcards as evacuees, using what we have learnt in our English lessons.

Spelling – The children will all do daily spelling work which is introduced on Monday and tested on Friday. We use Spelling Shed for this. The children are also encouraged to correct their own spellings from written work across the curriculum.

Guided Reading – In small groups, the children take part in a weekly reading session where they share a book and study it in depth alongside the teacher or teaching assistant.

Handwriting – Our handwriting work will also incorporate an element of grammar and punctuation from our English work to re-enforce prior learning.

Subject and National Curriculum Reference	Key Knowledge
<p>Science - Properties and changes of materials National Curriculum Ref.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4.</p> <p>They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda.</p> <p>They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p>
<p>Religious Education – What does it mean to be a Muslim living in Britain today? New Agreed Syllabus</p>	<ul style="list-style-type: none"> - Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur’an - Describe ways in which Muslim sources of authority guide Muslim living - Make clear connections between Muslim beliefs and ibadah - Give evidence and examples to show how Muslims put their beliefs into practice in different ways - Make connections between Muslim beliefs and Muslim ways of living in Britain - Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.
<p>Computer Science – Creating Media – Vector Drawing – National Curriculum reference:</p> <ul style="list-style-type: none"> - understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation - analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems - evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems - be responsible, competent, confident and creative users of information and communication technology 	<p>We will:</p> <p>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.</p> <p>We will link this to our work on propaganda posters in Art and Design.</p>

<p>-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	
<p>French – Les vêtements – National curriculum reference:</p> <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help reading aloud or using familiar words and phrases read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<p>We will:</p> <ul style="list-style-type: none"> Ask and say what clothes you like Give opinions about clothes Say what clothes you wear Ask and talk about prices
<p>PSHE – My family and friends</p> <p>What are the characteristics of healthy friendships on and offline and how do they benefit me?</p> <ul style="list-style-type: none"> How do trust and loyalty feature in my relationships on and offline? What are the benefits and risks of making new friends, including those I only know online? Can I always balance the needs of family & friends & how do I manage this? Can I communicate, empathise & compromise when resolving friendship issues? How can I check that my friends give consent on and offline? How do people in my family continue to support each other as things change? Who are in my networks, on & offline, and how have these, changed and how do we support each other? 	<p>In this unit, children will consider their networks of people who are special to them, and how they are changing and developing in online and offline contexts as they get older and prepare to move on to secondary school.</p> <p>They will continue to develop their skills in making new friendships, and in maintaining and coping with challenges in existing friendships and other relationships. They will explore how communication, empathy and compromise can be employed to sustain healthy relationships and reduce conflict.</p>
<p>P.E. Dance</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics, dance and gymnastics]</p> <p>Pupils should perform dances using a range of movement patterns</p>	<p>Swimming – over the year the aim is that pupils can:</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; perform safe self-rescue in different water-based situations.</p>
<p>Music – Whole Class Ensemble Teaching</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> This year, Class Three will be learning how to play Steel Pans. Our whole class lessons will take place each Monday afternoon and are delivered by the Leicestershire Music Hub. You can find out more by watching this video: https://www.youtube.com/watch?v=koB1q1S4Srw Before lessons begin, we will learn about the history and culture of steel pans and take time to appreciate music in which they are prominent. We look forward to performing for you all.

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| <ul style="list-style-type: none">♣ use and understand staff and other musical notations♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians♣ develop an understanding of the history of music. | |
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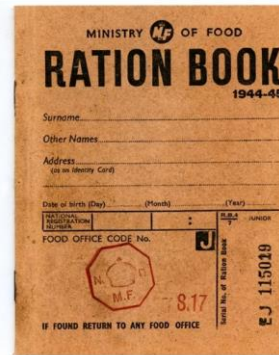
World War Two! - Homework Tasks

Please choose a minimum of two of the following tasks which are linked to our topic. You are welcome to do more than two if you wish. **We will be having a World War Two theme day on Monday 28th November and so that is the date that the children need to bring their homework in.** You can hand the homework in as follows: by emailing it to class3@thrussington.leics.sch.uk or by physically bringing it in. Towards the end of the topic, we will celebrate our learning and parents will be invited to see what we have been doing at school and at home.



Can you imagine what it was like to be an evacuee? On our World War 2 day, come dressed as an evacuee. You should also bring your suitcase (which could be made from a shoebox) Inside, place treasured items that you would take. They should be items that existed during World War 2. Don't forget your luggage label and gas mask too!

If you are lucky enough to know somebody who has memories of the war, you could interview them. If you have any special objects such as medals, photographs or documents passed down through your family, we would love to see them. We will take a photograph and give them back the next day as we understand that these items would be very precious to your family.



During World War 2, many foods and goods were rationed. Can you make your own version of a ration book.

Can you cook a World War Two recipe and send me a photo?

Singing and music played a large part of keeping up morale during World War 2, especially while people were sheltering. Can you find and listen to five pieces of wartime music. Create a presentation to explain what the song was about and how it made you feel.



People took refuge in all types of shelters during World War 2. My great grandad was lucky to have a garden in Preston and he built a shelter for his family. Unfortunately, my great-grandmother found it so cold that she preferred sheltering under the stairs! Years later, my mum and aunties used to love playing in when they were little. Can you find out about different types of shelters and make a model of one.